**Writing Assignment 5: The Ethnography of Literacy**

As always, we begin with the syllabus:

*Final Ethnographic Essay (20%)*:A final essay detailing the results of your study, what your findings mean in relation to the field of literacy studies, etc. Look to chapters four and five in *EIIW* for what this project should *look like*. Keep in mind that other essays you’ve composed this semester including WA1, WA3, WA4, and the annotated bibliography will all be part of this essay. (15-18 pages.)

**Page Length**

First, you’ll recall from class that I’ve lowered the page requirement to **10-12 pages**. If you really want to write more, I must ask you to keep it to *no more than* 15. More does not necessarily mean better.

**Structure**

The paper’s structure comes, as we’ve discussed, from the PowerPoint presentation, “The Theoretical and the Empirical.” Two sample papers following this structure are available: one on the “[Theory and Observation](http://english102-tamuc-barnes.wikispaces.com/Theory+%26+Observation)” page, the other, Jessica Jacob’s ethnography over McDonald’s, in *Ethographic Inquiries in Writing*.

You are, of course, encouraged to look at other examples in *EIIW* for ideas for using interviews and possible description, but the basic structure you’ll follow is that of the **empirical paper**. Its larger, basic structure should take away some organizational options—and anxiety—you may face in organizing this semi-lengthy writing project.

**Substance**

Your paper must rely on copious amounts of material from your interviews—see [here](http://english102-tamuc-barnes.wikispaces.com/Theory+%26+Observation) for an attachment modeling questions to ask your interviewees—as well as observations. Use a judicious and varied amount of [summary, paraphrase and quotation](http://english102-tamuc-barnes.wikispaces.com/Composition#Working%20With%20Sources) from the interviews. Use figurative as well as literal description (recall WA 4) to let readers “envision” the details of your site, its activities (especially its literacy practices), its **texts** (don’t forget those!), and its people.

*Do not put off getting interviews and observations*. I recommend at least five lengthy (thirty-minute to one-hour) interviews. Remember you’ll need relevant portions transcribed in your notes in the portfolio as well, along with your fieldnotes.

**Additional Research**

You are required to use at least one (1) outside academic, peer-reviewed article relevant to your site’s topics and/or activities. Be sure to try JSTOR or Academic Search Complete for some helpful articles.

Two other helpful resources have been generously made available to you by our librarians at the Gee Library, the [Lib Guides](http://tamu-commerce.libguides.com/browse.php) and, a Lib Guide [specifically for ethnography](http://tamu-commerce.libguides.com/content.php?pid=191480&sid=1605874).

**Audience**

As before, assume an (1) unfamiliar and (2) potentially skeptical audience. Provide background information unlikely to be common knowledge (e.g., Barton and Hamilton’s remarks about literacy events and practices, details of your site) and supporting, detailed evidence for your claims.

**Format**

MLA format.

**Submission**

Save this document as WA5YourLastName.docx (a Word Document), and send it to my email address ([barnes.english@gmail.com](mailto:barnes.english@gmail.com)) by **Thursday, May 5** at 12:00 noon. No late work will be accepted. You will receive an email confirming receipt of your paper.

Your paper will also be due in printed form as part of your Research Portfolio, due in my office following the Celebration of Student Writing, on **May 13** at 11:30am.